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ABSTRACT

Continuing education is not only an extension of the K-12 continuum but also the foundation for ensuring that childhood education is fully effective since children spend most of their first eighteen years under parental influence. Lifelong learning is necessary as new facts are discovered, society's needs and individual needs change, and some kinds of education can be taught more effectively to adults than to children. The New York State Department of Education funds continuing education because locally available revenues are insufficient to meet adult educational needs. In the 70's, four technologies (management technology, cybernation, social engineering, and biological engineering) will produce vast changes, making demands upon continuous education as the greatest single resource for meeting the challenge. Education may be expected to become a social condition while the system of education will be more flexible and open with increased opportunity for adults. As a group, adult educators possess characteristics and virtues enabling them to adapt to change and accomplish goals in unfavorable climates. The role of continuing education director encompasses ever widening areas of knowledge and expertise. Among the goals envisioned are a regionalization of continuing education services and a Statewide planning system. (AG)

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PLANNING FOR CONTINUING EDUCATION IN THE 70'S

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NOTE: The attached remarks were made on May 18, 1971, at the Sagamore Hotel, Bolton Landing, New York, at the Annual Meeting of the New York Association for Continuing Education. I am indebted to Monroe Neff, Director of the Department's Division of Continuing Education, for his assistance in preparing these remarks.

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PLANNING FOR CONTINUING EDUCATION IN THE 70'S

Mr. Neff, Ladies and Gentlemen:

I think you should know that I regard Monroe Neif as the outstanding Director of Continuing Education in the country -- in his age group -- whatever age group that is.

I am deeply grateful for Monroe's warm and overly generous introduction. I am reminded of the grandmother who had her grandchild out in a baby carriage in Central Park one day and a friend came along and looked into the carriage and said, "That's a beautiful grandchild you have there." And the grandmother replied, "That's nothing. You should see his picture.".

So I appreciate very much having Monroe tell you about my picture.

I am also appreciative of my introduction because I have been introduced in so many different ways. Not long ago, a college president finished his introduction of me by saying: "And now we want to hear the latest dope from Albany." And last year, before a physical education group, my introducer characterized me as "a warm athletic supporter."

I think you should know that I have just gone through the five toughest and most distasteful weeks in my entire career. As in most other states, fiscal fitness is the key program in the legislative curriculum. Added to this, and I guess New York is not unique, we have an increasingly conservative society -- one that is gyroscopic and does not easily change direction -- and a less liberal legislature. Education is not the darling it has been during the last two decades

when those who aspired to or had political authority, generously exploited education for purposes of gaining political income, much to our collective delight.

Public servants take a lot of abuse and criticism, and as Kingman Brewster of Yale once said, "I don't mind living in a goldfish bowl; it's just that someone keeps trying to poison the water."

Physically, I feel a little like the man who was asked to give the address at the annual meeting of the American Psychiatric Association. After dinner he was asked to lie down and say a few words.

Plenty of people keep me humble in this day of the claw and the fang. I am reminded of the man and his wife who went to church one day. Out loud, the man prayed: "Oh, Lord, make me successful, and please keep me humble." His wife, kneeling beside him, chimed in with a somewhat corrective plea: "Oh, Lord, You make him successful, I'll keep him humble."

These past few weeks, I haven't met a man yet that I didn't dislike, regardless of his race, creed, or color. None of my best friends are people.

In short, I feel very much like what the wildcat said in the middle of making love to a skunk: "I've enjoyed as much of this as I can stand."

I am reminded of H. L. Mencken's definition of a Puritan: He is a person who has a sinking feeling that somebody, somewhere, is having some fun.

I feel special kinship, too, with the man who was bitten by a dog. Eventually he was told by the doctor that he had rabies. The patient took

out a pad and pen and started writing.

"No need to write your will," said the doctor, "we'll pull you through."

"It's not my will," said the man. "It's a list of people I'm going to bite."

My present inclination, reminds me, too, of the story of the tired Detroit executive who dragged himself home from the office after the roughest day imaginable. As he wearily opened the door, his small daughter screamed: "Daddy, Daddy! You've got to help me with my arithmetic." He held her off until he'd hung up his coat, then asked for the problem. "How do you take one-eighth from one-fifth?" she asked.

"Honey," he sighed, "I was just about to do it."

Of course this evening I'm going to talk about continuing education and I want you to know that as I do so, I feel it's somewhat presumptuous of me.

Here I have a feeling of kinship with William Howard Taft's great-granddaughter, who, as you may know, not long ago wrote an autobiography for her third grade class which went like this:

"My great-grandfather was President of the United States. My grandfather was a United States Senator. My father is an Ambassador. And I am a Brownie."

I just want you to know that in your presence, as I speak about continuing education, I am a Brownie.

Your President-elect, Larry Fallis, has suggested that my remarks this evening relate to the Regents Position Paper on Continuing Education,

the State Association's goals, my own Inaugural Address last September, and the State Education Department's goals.

I am aware that the membership this year is in an extremely sombre mood and that you want a realistic assessment of the present position and direction of continuing education in the State of New York. I shall do my best to fulfill each of these requests for what brings us together is the bond of shared interest and common concern.

I am reminded of the man who went to see the undertaker about the burial preparations for his mother-in-law. The undertaker said: "Shall we embalm her or cremate her?" "Do both; take no chances."

The State Education Department gives high priority to continuing education for adults because of their great need (twice as many adults as children need educational opportunities four times as long) and because the education of children and youth in isolation from the education of adults is inefficient since they spend only 1/8th of their first 18 years under the influence of the school and 7/8th of this time under the influence of their parents. If we believe in education as the major factor in enabling "the individual to become all he is capable of being," continuing education for adults is not only an extension of the K-thru-12 continuum but also the foundation for ensuring that childhood education is fully effective in setting and achieving its objectives. In a more specific sense, lifelong learning is necessary because:

-- of the rapid rate of change in the amount and kind of accumulated knowledge. Human knowledge doubles every seven (7) years.

-- of the changing needs of the individual throughout life.

-- of the changing needs of society.

-- learning can take place at any age.

-- some kinds of education can be taught more effectively to adults than children.

-- it is the most equitable form of public education (serves all taxpayers - parent and nonparent).

-- it serves the largest block of our population for the longest period of time.

-- there is no longer any logic in terminating education at the 12th grade, college, or university level. Education is no longer a vaccination making one forever immune to ignorance.

-- it offers a second chance to all adults at any point in the age continuum (essential in a democracy).

-- drug education for children without the involvement of adults is an exercise in futility.

-- alerting children to our environmental problems without the involvement of adults will not accomplish soon enough the development of a national ecological conscience and a sense of fiduciary obligation to preserve our environment for later generations.

I am fully convinced that providing educational opportunities for adults when needed and at the critical periods in their lives can be done with exceptional competence by the public schools.

Each year the Department endeavors to include continuing education for adults in the formula for state support of education because the resources available, locally, from real property tax revenues prevent school districts from meeting the critical educational needs of adults.

Sensitive analysts of culture tell us that the present generation of adults is the first generation in human history that must live in a world that is different in its initial character from the world into which they were born (Margaret Mead). This means that the time span of cultural revolution has become compressed into less than the lifetime of an individual. Fathers and mothers cannot understand their children or help them prepare for and understand life as adults without the various forms of continuing education. One way to close what I call the resultant veneration gap is providing more education for adults.

In the 70's this nation will be profoundly affected by four technologies -- management technology, cybernation, social engineering, and biological engineering -- each representing unprecedented power for enlarging or inhibiting the potential of individuals and of society. These four technologies are producing vast changes such as:

-- the end of work as a focus of life for growing numbers of people, as mechanized processes take over much work that is not fundamentally creative.

-- the greater frequency with which persons at all occupational levels will be changing jobs and changing fields.

-- the increase in the number of healthy elderly people needing to find meaningful use for leisure time so that leisure time does not become vacant time.

-- the surge in population to 250 million by 1980, highly concentrated in urban areas.

-- the growing potential for predicting and influencing human actions, through the power of computers to collect and analyze information and simulate behavior.

-- the increasing power of technicians, scientists, and other professionals, who may tend to define the problems to be solved in terms of the techniques for solving them -- i.e. in machinable terms.

-- the further centralization of institutions, with remote decisions being made beyond the knowledge and experience of even highly educated citizens.

-- the growing alienation of citizens from the centers of power, and the tendency for public relations to become a shield, rather than a conduit, for information.

-- the greater variety of ways in which people will seek either to make sense, or to opt out, of organized society; through protests and demonstrations; through commitment to Peace type activities; intense pursuit of art, religion, intimacy; adherence to reactionary philosophies, through withdrawal and crime and drugs.

A recent report suggests that "the need to know is a pressing, relentless part of life itself. Unless we learn, we deteriorate and die. Like water, food, and air, stimulation is the staff of life itself. The need to know (stimulation) is man's only insatiable need. All other human needs can be satisfied. Adults need new information -- facts and concepts, sensory data and experience -- all the time."

But this was known in ancient times. In old age, Solon, the Roman statesman- businessman- poet, said, "As I grow old, I keep on teaching myself many new things."

Robert Blakely has said that in the modern world the individual whose education is not continuous will be dangerous. I want to underscore that

statement. Moreover, the person in a position of leadership and public responsibility will, without continuous education, be the most dangerous of all -- more dangerous even than the totally illiterate person, for his decisions and action, based upon obsolete knowledge, will affect far more people.

What am I saying, then? I am saying that in the years ahead, continuous education will be the greatest single resource for meeting the challenges of the space age: The need for continuous career preparation and how to live a life -- a sensitive, humane and creative life. Not only will more education be required, but a new kind of education -- new in organization, new in content, and new in method. It will have to be organized to serve all age groups. The content of it will be influenced not only by rapid changes in substantive knowledge but also by the increasing sophistication of students of all ages, sophistication brought about by the mass media and computers. I look for education to become a social condition.

Community schools must come to serve the whole community -- every day and night, winter and summer. They must become the "uncommon schools" that Henry David Thoreau called for, more than a century ago.

Providing education for all is an urgent one. The job of education is to remove ignorance, in adults as well as in the young, and we pay a high price in our society for poverty, prejudice, and injustice,and at the root of these is ignorance. When shall we learn that education is an investment and that the price of education is far cheaper than the cost of ignorance?

In May of 1969 the Board of Regents adopted a Position Paper on Continuing Education. At that time I prefaced the paper with the following remarks:

"New York State is committed to the development of equal opportunity for all and to the position that education is the prime method for guaranteeing that opportunity. Every possible means for extending educational opportunity to all who might benefit must be developed. Despite the existence, at all levels, of sizable numbers of institutions which provide rewarding environments for those who would pursue usual educational patterns, there remain large segments of our population who have missed the patterns -- many who lack even elementary or secondary education. Those adults previously bypassed by the educational system must not remain undereducated. Those who want to take advantage of new opportunities for education must be accommodated. The provision of that opportunity is the mission of continuing education."

Last September, at the time of my installation, I described the kind of humanistic education program which I envision for New York State. I said then:

-- that every high school graduate or person with an equivalency diploma should have an equal opportunity for "post-secondary" education, with an emphasis on post-secondary rather than universal higher education attendance.

-- that differing interests and abilities require different programs of varying lengths -- diversity of opportunity rather than a few limited collegiate patterns.

-- that there will be growing recognition that there are other post-secondary roads to success and self-fulfillment besides formal collegiate institutions.

-- that, with or without money, my single objective is to make the educational enterprise of this State more humanistic, and less depersonalized.

-- and that an individual continues, or should continue, to learn throughout life.

One of the major thrusts that I proposed was the external degree program for New York State. The Regents would grant degrees to adults on the basis of what they know rather than on how they acquired it. We shall grant degrees beginning next year with the help of a Carnegie Corporation grant of $800,000. I look for a more flexible and open system of education with increased opportunity for students (adults) to participate in any program at any level at which they are capable of performing; for each student to proceed at his own pace. We need, too, more honorable forms of educational entry, exit, and re-entry, to create more socially approved channels for interrupting and resuming education, that will permit people, young and old, to work in and out of an educational setting as their interests and circumstances dictate. Necessary, also, are increased emphasis on independent study, more accommodating transfer policies between differing types of educational agencies, and less academic snobbishness about acceptance of credit for knowledge unconventionally acquired. The main feeder program for the external degree in your continuing education areas would be the adults in basic education programs passing on through the high school equivalency program to a college or university.

And, finally, as late as March 31, 1971, I reaffirmed my stance on continuing education in responding to the Wisconsin Kellett Commission Report. At that time, my comments were:

"The entire area of adult education which has its emphasis on the population served rather than on curricular levels is burgeoning. By the year 2000 it may well be, in terms of population served, the largest area of educational concern. Lifelong learning is becoming a commonplace requirement. Here again, the tremendous diversity of educational needs for the adult population is such that it will require ever increasing interrelationships between elementary and secondary schools and post-secondary institutions."

I have set forth the positions of the State Education Department regarding continuing education in order to illustrate that the goals of the Department are closely related to those of the Association. I suppose we could be rather self-satisfied with our compatibility. I think we all know that this is not enough to really make an impact upon the problems we all foresee confronting adults and the continuing education program in the State of New York. We are all aware that the Regents have adopted a Position Paper on Continuing Education, but we are also aware that this position paper called for considerable outlay of expenditures by the State Legislature. At this time, the State Legislature has not financially supported the concepts embodied in that paper. Moreover, in light of the most recent legislative action, it is clear that any sizable financial support is not forthcoming in the immediate future.

I don't know of any group of educators who have a greater developed capacity for adaptability than you have. Some would call it survival skill -- I would rather point to a cluster of characteristics and virtues which you have in abundance, namely, a highly developed sense of devotion and dedication, clear purpose and goals which so many educators lack, imagination and a

flair for innovation, the abilities to accommodate to rapid change and to be resolute even in the face of fiscal constraints.

There are some adult education watchers who predicted the death of the discipline in the late 50's when the Diefendorf plan was implemented and for all practical purposes State aid for continuing education was abolished. Continuing education was simply faced with crisis earlier than the rest of the education profession.

I should like to cite several illustrations which indicate to me that you have responded well and developed some of the necessary survival skills.

1. Although they are not as strong as we would like to see them on a Statewide basis, your continuing education programs are, perhaps, the strongest in the nation. This is no minor accomplishment, inasmuch as 80% of you are extra-time directors who are encouraged to operate self-sustaining programs byyour boards of education.

2. The dozen or so adult learning labs throughout the State are exceptionally good examples of interagency planning, operation, and funding. The Albany Learning Center, for example, uses 14 different funding sources (which, incidentally, is also the same number of children that its director, Garrett Murphy, has). In the White Plains Rochambeau Adult Center they are providing services at cost to private industry to upgrade literacy skills of employees.

3. One of the Department's top three priorities is improving reading comprehension for all citizens in the State. Historically, continuing education has been in the forefront of curriculum innovations. Many of the techniques you are pioneering are finding their way in the K-12 curriculum. In the April 1971 "Inside Education" there is an article which describes how the White Plains School System is using reading education techniques developed in the White Plains Adult Center with underachieving junior high school students.

4. Aside from the learning centers, the entire effort directed at adults who have not attained 8th or 12th grade levels of academic proficiency is expanding rapidly. During the 1969-70 school year more than 55,000 people were enrolled in adult basic education and high school equivalency programs throughout the State and over 15,000 passed the high school equivalency test. More recently, at my initiative, we were the first state to ask for and receive permission to administer the Spanish GED Test developed by the American Council on Education for high school equivalency diploma purposes. This will require the development of curricular materials for Spanish-speaking people wishing to prepare for this exam. It is expected that we will find the 1970-71 enrollment figures greater than the 1969-70 figures when you file your annual reports.

5. Many of the suburban and rural programs, unable to obtain categorical State or Federal funds, have demonstrated exciting concepts in resource mobilization and community development. To cite an example, within a few miles of this conference site in the tiny mountain community of Brant Lake (Horicon Central School) the continuing education leadership, recognizing the heart disease problem, embarked on a cooperative, no fee, preventive program involving the State Department of Health, local Heart Association, local Medical Association, and local volunteer leadership with parents, school-age youth and staff to develop a community-based program. This is just one example of many such efforts. It is evidence you are moving out of the fortress school, your former building-centered patterns of behavior and taking your skills to the community. Many of you are assuming leadership roles in a wide variety of institutions, also providing continuing education programs.

6. New York State adult educators can be proud of the unique curricular areas in which they are pioneering, such as Safety Education. During the State fiscal year, April 1, 1970, to March 30, 1971, more than 106,000 adults participated in continuing education programs provided through the efforts of local directors to meet the Department of Motor Vehicles regulations of the Three-hour Pre-licensing Classroom Instruction Course. This program is currently being evaluated in order to ascertain its effectiveness on the highway safety in our State. In Health Education, using the Department's Continuing Education recent publication on Heart Disease Prevention which was produced in cooperation with the Department of Health, increasing numbers of local programs have instituted health curriculums to bring information concerning the risk

factors of heart disease to our adult population. I am sure that these efforts will have an effect on secondary school curriculums in the future. A publication which you will be receiving soon entitled, "Continuing Education Seminars," will describe a unique model developed by Mr. Morton Horowitz, the Director of Continuing Education of the Oceanside Public Schools, which facilitates parental involvement in narcotics and drug education. The Division of Continuing Education is field testing a second publication to be used in helping parents understand drug use as related to their children. The cooperative planning of youth and adults and the mutual involvement of parents and teenagers will, I am sure, prove to be the effective vehicle in our efforts to curtail the unwise use of drugs.

7. The decade of the 60's was characterized by the many curricular innovations to service growing numbers of non-English speaking aliens as well as native born Puerto Ricans. A recent unique innovation is the forthcoming establishment of the Chinatown Language Center in New York City for alien residents unable to cope with the foreign environment of New York City. Initial funding for this project has been made possible by the recent amendments of 1970, by Senator Javits, of the Adult Education Act of 1966. These funds are being coupled with State Urban Education funds and Federal Vocational funds. It is anticipated that funds from other sources, such as private foundation funding and National Alliance of Businessmen, will be generated by the Chinatown Center.

8. In February, the State Education Department entered into contract with Civil Service to provide high school equivalency training to State Employees. Since then, 19 training centers are now operating. A unique feature of this program has been the establishment of the GED correspondence course through the South Glens Falls Public Schools. I understand that the director of that program, Mrs. Marie Sparling, is among you tonight.

9. At the State level the Division of Continuing Education has forged linkages with a variety of agencies in and outside the educational establishment, such as Department of Motor Vehicles, the Model Cities Program, the Community Action Programs, the Office of Municipal Government, the Office of Aging, the Adult Vocational Education Program, State Civil Service Department, State Health Department, and many others. In addition, a great deal of solid resource material has been developed by the Bureau of Continuing Education Curriculum Development, frequently with help from members of the Association sitting here tonight.

These accomplishments attest to the possession of special educational skills and intellectual capacities. As in all other walks of life, the role of the local public school continuing education director is clearly changing. There was a time when the director of continuing education could simply put a notice in the paper and expect results. You know better than I that these days are over. Today, he must be expert in the knowledge of his community, not only with regard to existing resources but also in what the adult community expects about continuing education. At the local school level, the continuing education director must assume more of a planning and coordinating role among the institutions now attempting to provide continuing educational services, many of which are outside the school setting. This leadership cannot be legislated -- it must be assumed. With regard to categorical funds (if they are available) the local director must become expert in grantsmanship. He must become a student of the various vertical funding hierarchies in and outside of education, and all of this he will do because he has an intense belief in the need of the expanded continuing educational services. Additional money, through local or State legislative bodies, is not predictable.

As I look at continuing education from my vantage point, it seems that we will undergo phenomenal growth in the coming years, but that this growth will have to come out of the brains and ingenuity of the leadership of the profession and the Association. It will be anemically financed, but there are some actions to be taken which will insure the orderly growth of continuing education in New York State. To help achieve this orderly growth, I would like to make the following two recommendations:

First, the Regents Position Paper urges a full-time continuing education director in every community having a population of at least 20,000 people. With this, I wholeheartedly concur and will continue to work for the fulfillment of this goal. While striving to realize this objective, in order to provide more comprehensive program offerings and to insure quality growth and development, I am encouraging regionalization of continuing education services. There are two ways this might be realized -- by using the existing administrative vehicle, BOCES, and through the development of a comprehensive State planning system. The Department has been encouraging the school districts of the State to include in their requests for services supplied by BOCES, a coordinator of continuing education activities. The role of the BOCES coordinator in no way would replace the function of the local continuing education director or his program. Specifically, the coordinator's role would be:

1. To serve as a resource person to participating school districts and be the liaison between the State Education Department and program personnel under BOCES jurisdiction concerning matters dealing with continuing education.

2. To work with local continuing education directors, appropriate State Education Department personnel, representatives of public and nonpublic agencies with common concern, citizens advisory councils, and his BOCES, preparing short- and long-range plans for operations within the BOCES area. These plans, once approved by local boards, BOCES, and the State Education Department, would govern the operation of continuing education in the BOCES area. These regional plans would also become the basis for a comprehensive State Plan for continuing education. I will elaborate on this point later.

3. To have the responsibility for generating program information so that the effectiveness and quality of continuing education programs within the district could be evaluated.

4. To assist local continuing education directors in identifying needs and assessing program offerings. In cases where insufficient demand exists within the local district the coordinator would provide leadership in arranging cooperative programs. Where necessary, the coordinator would arrange for direct operation of continuing education programs. He could also arrange, with the approval of BOCES, for instituting programs in local districts or community colleges.

5. To provide technical assistance to local program directors and operators. He would know the resources of his area, the State, and the Federal government. He would assist local districts in maintaining effective advisory councils. He would maintain strong relationships with all professional and technical associations.

6. To provide centralized publicity for all continuing education programs in the district as the local districts approve.

7. To initiate areawide research to better identify needs within the district. This research would be done in cooperation with participating continuing education directors.

8. To encourage the formulation and strengthening of professional continuing education associations within his area, and

9. Finally, where other agencies are performing continuing education functions, take leadership in establishing communication between those programs and the programs under the jurisdiction of public schools in the BOCES area, and make efforts to insure that programs are not being unnecessarily duplicated.

The second recommendation I would like to make is that a Statewide planning system be implemented for continuing education for New York State through the Regents-appointed New York State Council of Continuing Education. The leadership for developing such a plan has to come jointly from the Association and the Department. I believe that a self-generated system for

planning is more desirable than paying outside consultants to develop one as we suggested for higher continuing education in the Position Paper. This State Plan should be coordinated with other similar types of State Plans such as those developed for use in guiding occupational education, adult basic education, and services by other public agencies. I feel that you and we are in the best position to determine needs and goals, but that we must organize a system wherein these needs and goals may be related to several levels of administrative operation. Several points come to mind:

1. Under guidelines furnished by the Department, local directors could provide leadership in development of comprehensive continuing education plans at the local level.

2. Under guidelines from the Department, local plans would be compiled into regionalized plans through BOCES.

3. The regional plans could then be assimilated into one over-all comprehensive State Plan for continuing education.

4. The local and regional planning committees should plan to meet regularly in succeeding years in order that a State Plan would be continuously renewed.

There are several advantages to the initiation of a Statewide Plan like this:

1. It provides for the mobilization of resources at the local, regional and State levels.

2. It provides a continuous grass roots research instrument.

3. It gives the profession unity for purposes of obtaining support through its respective legislative bodies.

This participatory planning system could produce the unity necessary to solicit the financial backing needed in the years to come.

I commend your Association for its good work while at the same time reminding you that there is much more to do and with only limited financial support. There is an old American paradox: If we had not already done so much, we would not still have so much to do.

In closing, I am reminded of the Superintendent of Schools who was asked what had become of his last Director of Continuing Education: "He left us as he came," he replied, "fired with enthusiasm." I trust you will leave this conference fired with enthusiasm to work with us in bringing about those conditions which will enable continuing education to grow and flourish.

I am proud to be associated with you.

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